

## BIG IDEAS

<p>Growth as a dancer requires perseverance, resilience, and risk taking.</p>	<p>Dancers collaborate through critical reflection, creative co-operation, and the exchange of ideas.</p>	<p>Dancers can refine their technique and skills with experience in a variety of genres or through specialization.</p>	<p>Dance is an art form that combines the <b>language of dance</b> with the ability to create and perform.</p>	<p><b>Aesthetic experiences</b> have the power to transform our perspective.</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Demonstrate <b>kinesthetic awareness</b> of dance elements and techniques</li> <li>• Explore specific or a variety of genres or styles from historical and contemporary cultures</li> <li>• Refine an articulate and expressive body through the application of anatomically and developmentally sound movement principles</li> <li>• Demonstrate the relationship between body conditioning and <b>somatic approaches</b> on technical and expressive skills</li> <li>• Express a range of meanings, intents, and emotions</li> <li>• Select, combine, and manipulate dance elements and technical skills to intentionally convey a particular mood, meaning, or purpose</li> <li>• Improvise to enhance technical concepts</li> <li>• Perform simple and complex movement phrases in large-group, small-group, and solo contexts</li> <li>• Consider audience and venue when composing, rehearsing, and performing</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Describe, analyze, interpret, and evaluate dance techniques and artistic works using dance-specific language</li> <li>• Refine dance concepts, technical skills, and performance</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements of dance</b></li> <li>• technical skills specific to a <b>technique, genre, or style</b></li> <li>• anatomically and developmentally sound <b>movement principles</b></li> <li>• kinesthetic and spatial awareness</li> <li>• the systems of the human body</li> <li>• <b>body conditioning</b></li> <li>• somatic approaches</li> <li>• <b>safety protocols</b></li> <li>• <b>rehearsal and performance skills</b></li> <li>• <b>dance notation</b></li> <li>• contributions of key dance innovators in specific genres, contexts, periods, and cultures</li> <li>• local, national, and global, and intercultural performers, movements, and genres</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• history and theory of a dance technique, genre, or style</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Reflect on rehearsal and performance experiences</li> <li>• Identify and apply constructive feedback to refine ideas and inspire innovation</li> <li>• Demonstrate awareness of personal and social responsibility toward self, others, audience, and <b>place</b></li> <li>• Reflect on the influences of social, cultural, historical, political, and personal context on dance</li> </ul> <p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• Use technical vocabulary to describe, document, and respond critically to dance experiences and performances</li> <li>• Communicate meaning and emotion with intention</li> <li>• Use dance to communicate about and respond to local, regional, and national issues</li> <li>• Express cultural identity, perspectives, values, and emotions through dance</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices</li> <li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li> <li>• Explore educational, personal, and professional opportunities in dance or <b>related fields</b></li> <li>• Make connections through dance with local, national, and global issues and communities</li> <li>• Consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance</li> </ul>	

**Big Ideas – Elaborations**

- **language of dance:** requires dance literacy, which is the ability to read, write, notate, or otherwise communicate using dance language, vocabulary, and/or symbols
- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

**Curricular Competencies – Elaborations**

- **kinesthetic awareness:** the body's ability to coordinate motion and its awareness of where it is in time and space
- **somatic approaches:** body-mind approaches that foster internal awareness and body connectivity
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **related fields:** for example, artistic production, financial management, marketing, design

Content – Elaborations

- **elements of dance:** body, space, time, dynamics, relationships:
  - body: the primary instrument of expression in dance; what the body is doing (e.g., whole- or partial-body action; types of movement, such as locomotor and non-locomotor)
  - space: where the body is moving (e.g., place, level, direction, pathway, size/reach, shape)
  - time: how the body moves in relation to time (e.g., beat/underlying pulse, tempo, rhythmic patterns)
  - dynamics: how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bounded)
  - relationships: with whom or what the body is moving; movement happens in a variety of relationships (e.g., pairs, groups, objects, environments)
- **technique:**
  - examples in modern dance: suspend, fall, breath, weight, oppositional pull, swing, contraction, spiral
  - examples in hip hop: grooving, isolations, rhythm, foot patterns, body rolls, freestyle
  - examples in ballet: positions of the feet and arms, turnout of the legs, barre and centre work, including plié, tendu, fondu, rond de jambe
- **genre, or style:** for example, classical, contemporary, culturally specific
- **movement principles:** including but not limited to mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination
- **body conditioning:** exercises or practices that focus on cardiovascular endurance, strength, and flexibility
- **safety protocols:** procedures to prevent harm or injury to self and others, including, for example, environment, biomechanics, clothing, and footwear
- **rehearsal and performance skills:** the technical, expressive, and cognitive skills necessary for learning, refining, and performing movement:
  - Technical skill is the ability to reproduce movement accurately in relation to movement principles, elements of dance, and style.
  - Expressive skills include but are not limited to projection, focus, confidence, musicality, spatial awareness, facial expression, sensitivity to other dancers, dynamics, and embodiment of the elements of dance to communicate the style or choreographic intent.
  - Cognitive skills include but are not limited to preparedness, commitment, concentration, trust, co-operation, collaboration, application of feedback, willingness to explore, capacity to improve, movement acquisition, and memory.
- **dance notation:** the codified, symbolic representation of dance movement and form
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn